



## How will I be supported along the way?



[ihorwitz@tulane.edu](mailto:ihorwitz@tulane.edu)

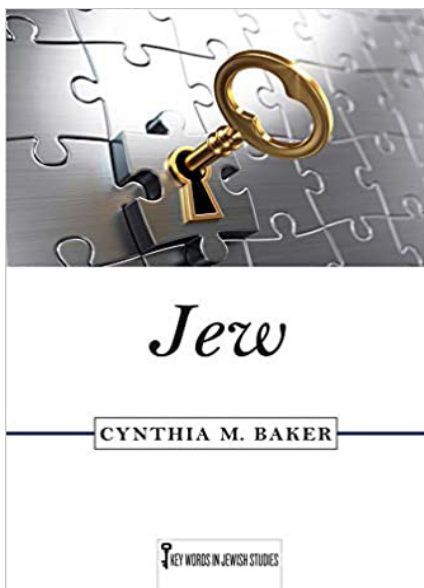
**Student Hours:  
By appointment**

**7031 Freret, room 207**

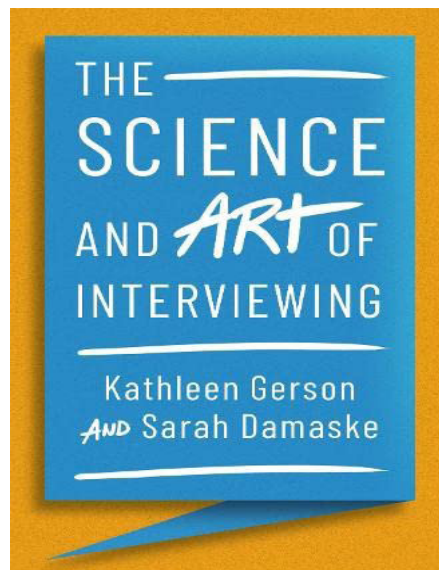
This semester, I will hold **student hours by appointment rather than having a set time. Email me to schedule a time.** Most professors call this office hours, but I have changed the terminology to make it clear that this is time for you to talk to me— it is not time for me to sit in my office and do my own work. I encourage you to meet with me and am happy to discuss issues related to the class, but also related to your experience in college more broadly.

If you email me, I will do my best to get back to you in 24 hours (though this is not always possible). Please put **“JWST-4810” in the subject line** or use **the canvas email system** so that your email gets flagged. If you don’t do this, I may miss your email. I do not always reply to emails on weekends. If you email me on Friday, you may not hear back until Monday. I know that we have become accustomed to getting information and answers right away and that waiting is hard. If you have not heard from me in 48 hours, you can email me again to remind me.

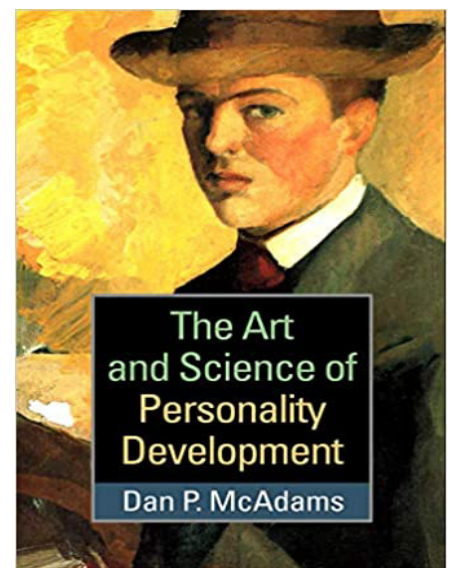
## What materials do I need?



Baker, Cynthia M. *Jew*. Rutgers University Press, 2017.



Gerson, Kathleen, and Sarah Damaske. *The science and art of interviewing*. Oxford University Press, 2020.



McAdams, Dan P. *The art and science of personality development*. Guilford Publications, 2015.

# What is the format for this course?

This course teaches you how to be a social scientist by giving you a hands on opportunity to interview people. Some of you took the 2810 class with me, and this is a deeper dive into interviewing. Before we can dive into data collection, we need to do some scaffolding to understand different perspectives on what a Jew is and how it is defined, what identity looks like from a social-psychological perspective, and how to engage in interviewing. In January/February, we will be doing a fair amount of reading. This is a 4000 level class and you should plan to have about 60 pages of reading a week. In March, you will be scheduling and conducting interviews. In April, you will be analyzing data.

This is not a lecture class and the success of the class depends on your participation. You are expected to have read the material assigned for each day and to be ready to participate in activities/exercises based on these materials designed to solidify your understanding of key concepts. You are encouraged to think critically about issues and questions touched on in the readings and to participate in spirited class discussions.

## Beyond the Self- Portfolio Project

As a college student, you have likely grappled with many difficult decisions, and, like all of us, you will face more after graduation. How exactly do you think through difficult dilemmas—those in which there may not be a clear “right” or “wrong” answer? What is your process for thinking through these conundrums? How do you make decisions about how to respond?

This semester we will be collaborating with colleagues at the Harvard Graduate School of Education to document your thinking around dilemmas. I hope that this will be a helpful exercise as you begin to think about identity development and your role as a social scientist.

Over the course of the semester, I am asking you to dedicate approximately 1 hour per week to document your thinking around difficult decisions and situations that you think about and/or confront. Your dilemma can be something you are grappling with now, or something you have wrestled with in the past—or learned about at an earlier point—that is still on your mind.

For example, you might think about course readings, class discussions, campus events or activities, or situations in residence halls, etc. You could also think about world events, articles in the newspaper, podcasts, or situations you think you may face in the future. You might even want to consider decisions or situations you hear about in your research for this course. If it's helpful, you could think about any or all of the following:

- Your role as a student and Tulane community member— for example, what dilemmas do you face in your courses, service work, etc.?
- Your work as a social scientist—for example, what issues arise in data collection?
- Your future work and life—for example, what role(s) do you want to take on?
- Society and the wider world—for example, what dilemmas might others around the world face in their lives and work (e.g., the participants you will be interviewing)?

In addition to your weekly entries, you will participate in three one-on-one conversations via Zoom with our Harvard colleagues to reflect on the process and content of your portfolio. These conversations will each last about an hour and will be spread throughout the semester. (These conversations will substitute for portfolio entries that particular week.)

# How will I be assessed?

There are no exams, tests, or quizzes in this class because I don't believe that is how people learn or retain information. Instead, you will be assessed through a series of writing assignments, presentations, and your final original research project. There will be opportunities throughout the semester to earn extra credit.

**WRITING ASSIGNMENTS:** I believe some of the best insights and learning happens when we write. The process of writing forces our brains to synthesize information and articulate ideas in a unique way. Over the semester, you will submit **four** writing assignments (500-750 words). Each of the **4 writing assignments** is worth **8 points**, which means you can earn a total of **32 points**. I deduct 5% for every day that an assignment is late.

**PRESENTATION ON "BEYOND JEWISH IDENTITY":** You will choose one chapter in the "Beyond Jewish Identity" book and work with a partner to present to the class about what you learned. You and your partner will receive the same grade and evaluate each other's contributions. **10 Points**

## **BEYOND THE SELF (with Harvard Graduate School of Education): 15 points**

- You will submit two entries per week. I will not grade the content of what you write- I only care that you submit it to the Harvard team on time. You will get 1 point per week for submitting your entries
- *Style:* How you convey thinking about dilemmas is up to you! For example, you can write an entry (much like a journal entry), record via audio or video, develop a substantive bulleted list, create a mind map, etc. You are also welcome to include supplemental materials such as links to articles or social media posts, photos, memes, artwork, etc. (See examples on Canvas titled "Beyond the self\_sample entries\_HGSE".)
- *Entry length:* To convey your thinking about dilemmas, your written description should be approximately half a page (approximately two to three paragraphs). Many students find that they need more space, and you are welcome to write more. If you choose to submit other forms (i.e., photograph or drawing) they should be accompanied by a written description of your thinking about that piece.
- *Submission:* Send your entries via email to [mec2pilot@gmail.com](mailto:mec2pilot@gmail.com) every **SUNDAY** before class (before 11:59 PM CST) starting January 29.

**INTERVIEW PROJECT:** Throughout March, you will conduct 4 life story interviews. Throughout April, you will analyze the data. You will submit a final paper at the end of semester where you analyze the data. I will scaffold this so that you have parts of this project due throughout April and don't save everything till the end. **30 points** (due 5/11)

**ATTENDANCE:** Each of you will receive **10 points** for attending class. Since we are only meeting once/week, you can miss one class without losing a point. You will then lose a point for every class you miss. For example, if you miss 2 classes, you earn 9 points. If you miss 3 classes, you earn 8 points...You do not need to notify me if you plan to miss class, unless you are scheduled to present that day.

## **OUT OF CLASS EVENTS (3 points):**

There are a few events that Jewish Studies is hosting that I would like you to attend. If you cannot attend them, please let me know at least 1 week in advance and we will make alternative arrangements:

1/25 6-7:30 (The Lonely Child)

3/16 evening (Ratner lecture with Laura Leibman)

4/11 evening (Strug lecture with Maxim Shrayer)

## Grading Scale

Points	Letter
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C- (passing grade by Tulane standards)
60-69	D
<65	F

# Tentative Semester Plan

## **1/17: Introductions; your story**

- Introductions/class overview (3:00-3:45)
- Introduce HGSE Beyond The Self Project (3:45-4:15)
- Interview each other using life story interview protocol (4:15-5:30; 35 minutes each person)

## **1/24: Examining different approaches to studying identity**

- Watch "The Self as a Story" w/ McAdams (48 min)
- Read "How Shall I Live? Constructing a Life Story in the College Years"
- Read "Jewish College Students in America"
- Reflect on the stories you told your interview partner
- Submit writing assignment #1 (see canvas)

## **1/31: Problematizing the Jewish identity discourse**

- Read "Introduction" in "Beyond Jewish Identity" (10 pages); choose chapter to present on 2/14 or 2/28
- Listen to audio "Rethinking Jewish Identity and Jewish Education" (12 min)
- Watch "On the Origins and Persistence of the Jewish Identity Industry in the United States" (1 hour)
- Read "Introduction" in "Jew"
- Read "Depth Interviewing as Science and Art (Ch 1 in "Science and Art of Interviewing") (30 pages)

## **2/7**

- Read "Getting started" (Ch 2) and "Interview with Whom? (Ch 3 in "Science and Art of Interviewing") (36 pages)
- Read "Terms of Debate" (Ch 1 in "Jew")
- Read "In the beginning..." (Ch 1 in "Art and Science of Personality Development) (27 pages)

## **2/14**

- Read "Constructing an Interview Guide" (Ch 4 in "Science and Art of Interviewing", selected sections)
- Read "The actor takes the stage" (Ch 2 in "Art and Science of Personality Development) (27 pages)
- Read "State of the (Jew[ish]) Question" (Ch 2 in "Jew")
- Beyond Jewish Identity Presentations (set 1)

## **2/21- No class/Mardi Gras**

# Tentative Semester Plan

## **2/28-**

- Read "Conducting the Interviews" (Ch 5 in "Science and Art of Interviewing")
- Read "The problem of self-regulation" (Ch 3 in "Art and Science of Personality Development") (27 pages)
- Beyond Jewish Identity Presentations (set 2)
- Make contact with interview and plan to conduct interview by 3/12

## **3/7**

- Read "The Actor Grows up" (Ch 4 in "Art and Science of Personality Development") (30 pages)
- Read "The Social Self: Toward the Study of Jewish Lives in the Twenty-first Century" (Contemporary Jewry)

## **3/14**

- Conduct 1st interview and debrief in class
- Read "The age 5-7 shift" (Ch 5 in "Art and Science of Personality Development") (30 pages)
- Read "Analyzing Interviews" (Ch 6 in "Science and Art of Interviewing")

## **3/21: No Class**

- No class; instead, you will have your second meeting with HGSE team
- Read "The motivational agenda" (Ch 6 in "Art and Science of Personality Development") (32 pages)
- Conduct 2nd interview

## **3/28: Class discussion with HGSE**

- You will meet with the HGSE team
- Conduct 3rd and 4th interview

## **4/4- No class/Spring Break**

## **4/11- class virtual**

- Analyzing data
- Read "How values shape agency" (Ch 7 in "Art and Science of Personality Development") (37 pages)

## **4/18**

- Analyzing data

## **4/25**

- Analyzing data

## **5/2**

- In class presentations

## Code of Academic Conduct

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct and Code of Student Conduct) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

## ADA/Accessibility Statement

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Goldman Center contact information: [goldman@tulane.edu](mailto:goldman@tulane.edu); (504) 862-8433; [accessibility.tulane.edu](http://accessibility.tulane.edu).

## Religious Accommodation Policy

Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered. A religious calendar is available.

## Reproductive Healthcare Accommodation

As a sociologist who studies education, I know that unplanned pregnancies can derail one's educational plans. The overturning of *Roe v. Wade*, which eliminates women's fundamental right to make reproductive healthcare decisions, is most harmful to women, but also affects men. While Tulane does not have an official policy on this, I want to do everything possible to allow women to access reproductive healthcare services without repercussions to their education. Louisiana's abortion trigger laws ban abortions from the earliest stages of pregnancy, except in cases in which the pregnancy threatens the life of the pregnant person and when a fetus has conditions that are incompatible with sustaining life after birth. If you need to travel to a different state to access reproductive healthcare services, I will allow you to miss class and make up the work. Please reach out to me if you find yourself in this situation and we will come up with a plan. This policy applied to women who need access to reproductive healthcare and to men who may need to take time off to support their partner.

# Title IX

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [allin.tulane.edu](http://allin.tulane.edu). Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns).

<b>Confidential</b>	<b>Private</b>
<p>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</p> <ul style="list-style-type: none"><li>-Counseling &amp; Psychological Services (CAPS)   (504) 314-2277</li><li>-The Line (24/7)   (504) 264-6074</li><li>-Student Health Center   (504) 865-5255</li><li>-Sexual Aggression Peer Hotline and Education (SA-PHE)   (504) 654-9543</li></ul>	<p>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</p> <ul style="list-style-type: none"><li>-Case Management &amp; Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a></li><li>-Tulane University Police (TUPD)   Uptown - (504) 865-5911   Downtown – (504) 988-5531</li><li>-Office of University Sexual Misconduct Response and Title IX Administration   (504) 865-5611 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a></li><li>-Student Affairs Professional On-Call (24/7)   (504) 920-9900</li></ul>



# Emergency Preparedness & Response

<p><b>EMERGENCY NOTIFICATIONS: TU ALERT</b></p>	<p><b>SEVERE WEATHER</b></p>
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> <li>-Follow all TU Alerts and outdoor warning sirens</li> <li>-Seek shelter indoors until the severe weather threat has passed and an all-clear message is given</li> <li>-Do not use elevators</li> <li>-Do not attempt to travel outside if weather is severe</li> </ul> <p>Monitor the Tulane Emergency website (<a href="http://tulane.edu/emergency/">tulane.edu/emergency/</a>) for university-wide closures during a severe weather event</p>
<p><b>ACTIVE SHOOTER / VIOLENT ATTACKER</b></p>	<p><b>EVERBRIDGE APP</b></p>
<ul style="list-style-type: none"> <li>-RUN – run away from or avoid the affected area, if possible</li> <li>-HIDE – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT</li> <li>-FIGHT – do not attempt this option, except as a last resort</li> <li>-For more information or to schedule a training, visit <a href="http://emergencyprep.tulane.edu">emergencyprep.tulane.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>-Download the Everbridge app from the App Store or Google Play store</li> <li>-The Report feature allows you to silently and discreetly communicate with TUPD dispatchers</li> <li>-The SOS button allows you to notify TUPD if you need help</li> <li>-The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD</li> </ul>